

A SUMMER IN TIME

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler page. You may reproduce the pages in this supplement to use with students.

DISCUSSION GUIDE

- **Going to the Lake:** Why did Native Americans gather near lake and river shores from spring through fall? What activities might children then have done that are like or different from what you do today when you are near lake or river shores? (*SOC 1.3. Analyze and Interpret the Past*)
- **Let's Take a Trip:** Why did Joliet travel down the Mississippi River? Why did Marquette accompany him? How did they travel? Using a classroom map, trace their route from St. Ignace, along the Lake Michigan shore into Green Bay, up the Fox River, portaging to the Wisconsin River, then down the Mississippi as far as the Arkansas River. Approximately how far did they travel? (*SOC II.3. Location, Movement and Connections*)
- **Dad, Can I Take the Boat Out?:** What was Michigan's earliest form of travel on its waterways? What different kinds of canoes did Indians use? List the places and ways in which Indians used canoes (rivers, deep lakes, portages). What are the advantages and disadvantages of a canoe in each situation? (*SOC 1.3. Analyze and Interpret the Past*)
- **Time Line of Native American Technology in Michigan:** Did Native Americans always use the bow and arrow? What did the earliest hunters use? Give reasons to support the statement: "Indians invented many things that made their lives easier." *SOC 1.3. Analyze and Interpret the Past; SOC.I.1. Time and Chronology*)

ACTIVITY ONE: Make a Native American Technology Classroom Time Line

(*SOC.I.1. Time and Chronology; SOC 1.3. Analyze and Interpret the Past; Arts 2. Visual Arts: Creating*)

Divide the class into groups of 3 to 5 students. Ask each group to choose a Native American tool from page three of this guide or one mentioned on the Time Traveler page and research it, using the pages and books about Native Americans. Have each group make a poster for its item (e.g., atlatl, adze, canoe, bow and arrow). Ask students to illustrate their posters with a drawing of the item and print a label that tells its name and use. Display the posters according to archaeological period (see Time Line) around the classroom.

ACTIVITY TWO: Make a Native American Calendar

(*SOC.I.1. Time and Chronology; SOC 1.3. Analyze and Interpret the Past; Arts 2. Visual Arts: Creating*)

Discussion: What time of year did early Native Americans of the Great Lakes area do the following? Ask each student to draw a picture of one of the activities (or another activity mentioned on the Time Traveler page). Surround it with a scene that clearly shows the season.

Collect maple sap and make maple sugar	(March, early April)
Collect birchbark and wood for building canoes	(Spring)
Plant corn, beans and squash	(Late spring)
Dry corn and grind it into corn meal	(Fall)
Create twine from the inner bark of trees	(Summer)
Go in canoes to harvest wild rice	(Late summer)
Move to their hunting camps	(Late fall)
Go on snowshoes to check their snares and deadfalls	(Winter)

ACTIVITY THREE: How Long Ago Was It?

(SOC.I.1. Time and Chronology; SOC.I.3. Analyze and Interpret the Past)

Have students each make a string time line of Michigan history, then visit other grades to show younger students how much history Michigan has. The photo on page four of the teacher's guide illustrates the string time line. Give each student a piece of string (yarn or twine) at least 12 feet long. Then have students do the following (see photo):

- Indicate today's era: Knot one end of the string. This will symbolize the year 2000.
- Show time in 500-year intervals: Measure back from the knot 5 inches and knot the string again. Keep tying knots in the string every five inches until you have 20 knots plus the first knot at the end. Color the knot at 1500 years with a red marker.
- Indicate the amount of time since Europeans arrived around 1620: With a black marker color the year 2000 knot and the string back from the knot about 4 inches (400 years).
- Archaeologists believe that Paleo Indians had arrived in Michigan by 12000-8000 BC. Color the last knot with a blue marker to represent 8000 BC.
- Partially show (and imagine) the time it took for this land we call Michigan to form by leaving the end of the string before the blue knot as long as you can. (The teacher's version of the time line might have the wound ball of string still connected at that end.)

Conduct a discussion about the meaning of the knots and colors. Ask: Which part of the string shows how long people lived in Michigan? (All from the 8000 BC [blue] knot) When did Columbus arrive in the Western Hemisphere? Locate that date on the string time line. (1492, next to the 1500 [red] knot) Which part shows the time for which we have Michigan history that people wrote in books? (The black colored section after the Europeans arrived c 1620) Which part of the string shows the amount of time for which we have history of peoples that is not written down? We call this time "prehistory" and depend upon archaeologists to help us learn how people lived then. (The uncolored portion of the string from 1620 to the blue knot)

Optional: Have students make a tag for their own birth date (or an event they've studied). Tie it onto the string at the appropriate place. Add tags for the various archaeological periods mentioned on the Time Traveler page.

Ask students to each give a brief talk with the string time line, explaining what they now know about time and history in Michigan. Encourage them to include things they would like someday to learn about the time before written history. After they have practiced their presentation, visit other classrooms so they can share what they learned.

RESOURCES FOR LIBRARY OR CLASSROOM

- Clifton, James A., George L. Cornell and James M. McClurken. *People of the Three Fires: The Ottawa, Potawatomi and Ojibway Of Michigan*. Grand Rapids, MI: The Michigan Indian Press, Grand Rapids Inter-Tribal Council, 1986.
- Deur, Lynn. *Nishnawbe: A Story of Indians in Michigan*. Spring Lake, MI: River Road Publications, Inc., 1989.
- Editors of Time-Life Books, The. *People of the Lakes*. Alexandria, VA: 1994.
- Kubiak, William J. *Great Lakes Indians: A Pictorial Guide* (2nd edition). Grand Rapids, MI: Baker Books, 1999.
- Tanner, Helen Hornbeck (ed.) *Atlas of Great Lakes Indian History*. Norman, OK: University of Oklahoma Press, 1987.
- Weldman, Carl. *Atlas of the North American Indian* (rev. ed.). NY: Checkmark Books, 2000.

INTERNET RESOURCES

- Native American Resources, Smithsonian Institution: <http://www.si.edu/resource/faq/nmai/start.htm>
- NativeWeb Resources: History (links to almost everywhere): <http://www.nativeweb.org/resources/history/>
- Create a model of an Odawa canoe: Public Museum of Grand Rapids, <http://www.grmuseum.org/funstuff/canoe/fun-canoe.htm>

Examples of Native American Technology



Hafted knife: Stone point (artifact) with wooden handle (reproduction).



Atlatl and spear (reproduction). The atlatl, a wooden spear-thrower, improved distance and force by increasing the leverage of the hunter's arm. A carved wooden hook (A) held the spear shaft (B). A stone weight (bannerstone) (C) improved balance. Animal-hide loops (D) provided a good grasp.

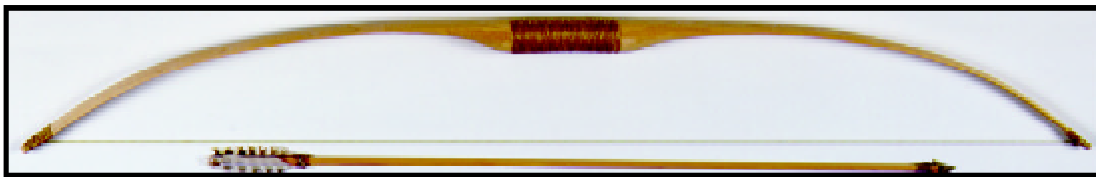


Left: Stone adze (artifact) with wood reproduction handle. The adze served as a hoe and digging tool in the garden. Well sharpened, it could be used to hollow out a tree trunk for a dugout canoe.

Right: Nutting rock (artifact) with black walnuts and other nuts. Indians placed a nut into a depression in the rock, then struck it with a smaller rock or stone (hammerstone) to break its shell.



Small clay pot (reproduction). Native Americans dug clay from the ground. They formed the clay into coils, building up the sides of the pot. Then they smoothed the sides. Often they decorated the edges and sides before firing the pot until the clay became hard. Deep pots of this type had rounded or pointed bottoms so they could be set into the ashes of a fire to cook food.



Bow and arrow (reproduction)

Words to Know:

Artifact: Object remaining from a particular time period. Examples are items created by Native Americans, usually discovered as the result of archaeological investigation.

Reproduction: A copy, something made to imitate another. Reproductions on this page represent items that did not survive intact or in good enough condition to be placed on museum exhibit.

(The artifacts and reproductions on this page can be seen at the Michigan Historical Museum, Lansing, MI.)

A String Time Line of Michigan History

